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The Post-Baccalaureate Fellowship Program provides an opportunity for students who went to college with inferior preparation to supplement their education by studying for 1 year at an academically demanding liberal arts college before entering graduate or professional school. The post-baccalaureate fellows take regular courses in a program that is arranged to suit their special needs for which they do not receive formal graduate credit. The students are provided with full financial support for the academic year but are expected to earn the Ph.D. degree later and to enter careers of college or university teaching and research. Most of the fellowships have been awarded to students who were recruited from predominantly Negro colleges, but some have been held by white students from Appalachia and 1 Mexican-American. The program, however, is designed for all students who qualify. Participating colleges include Bryn Mawr, Haverford, Oberlin, Swarthmore, Knox, Kalamazoo, and Pomona. The majority of fellows are continuing their studies despite factors such as marriage, ill health, and the selective service, and their academic performances have been satisfactory. Of 32 fellows in the 1966-1967 academic year, 27 were accepted at graduate or professional schools, and 42 out of 45 were accepted in the following year. This program could also help students returning from the Armed Services, VISTA, or the Peace Corps, who want to resume their education. (WM)

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William E. Cadbury, Jr.

POST-BACCALAUREATE FELLOWSHIP PROGRAM

Within the last few years, America has begun to realize the significance of the fact that educational opportunities for a substantial minority of its people have been severely limited. A very slow start has been made on desegregation of our schools, and new programs like Headstart and Upward Bound have been developed to help members of minority groups, Negroes and others, to realize their potential.

It will be a long time before such efforts produce anything like equal educational opportunities for all. In the meantime, there are black students now in college, and others soon to be there, for whom these changes in the early grades have come too late to be of any help. These students go to college with inferior preparation, and even if the colleges they attend are good—and many of them are not—it is difficult for them

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to overcome in four years their earlier handicaps so that they can compete with their more fortunate contemporaries.

The Intensive Summer Studies Program, about which we have just heard, is one way of attempting to bridge the gap. The Post-Baccalaureate Fellowship Program, of which I am director, is another.

Not only do many capable students from minority groups suffer from early educational handicaps. Many of them don't even consider advanced training, and there are many reasons for this. Many feel that they cannot afford it; some have been advised that they cannot compete; many lack confidence in their ability or fear that they won't be welcomed; many believe that even if they get advanced training they will not be given the opportunity to make adequate use of it. Both ISSP and our program are devices for recruiting competent students as well as for helping them.

The Post-Baccalaureate Fellowship Program provides an opportunity for selected students to spend an academic year after graduation studying at one of a small group of highly demanding liberal arts colleges to supplement their undergraduate education before they enter graduate or professional school. Only college graduates are eligible; the program rejects any thought of taking good students away from their own colleges before graduation. Provision is also made for fellows who want to do so to participate in a summer program especially designed for them.

Post-baccalaureate fellows take regular courses including, where appropriate, project or research courses or courses in independent study. The college they attend is chosen by them, in consultation with me, from a carefully selected list of colleges with high standards.

The academic program of each fellow is arranged individually to suit his special needs, without regard to degree requirements. If necessary, he might even take a freshman course, such as calculus, which he could hardly do if an advanced degree were at stake in this year's work. The degree sought is not an immediate one, but a Ph.D. or a professional degree to be earned later. During the post-baccalaureate year he is given help in securing admission and financial assistance at a university.

The Rockefeller Foundation granted funds to Haverford and Oberlin for the support in 1965–66 of a few students on a trial basis. Also in that year, several students were supported by the Woodrow Wilson Foundation to study with similar objectives at Bryn Mawr, Hamilton, and Haverford. These experiments demonstrated that there is a need for such a program and that the students involved could profit from it.

Late in January, 1966, the Rockefeller Foundation made a substantial grant to Haverford College for this program: for salary and expenses for a full-time director, for special summer work, and for support for approximately thirty fellowships a year for a three-year period. Each

fellowship is for full support for the academic year—about $3500—and, for those who want it, for a summer session—about $1000. The Rockefeller Foundation has recently announced renewed support for this program for an additional three years. These fellowships were designated for students who intend to earn the Ph.D. degree and to enter careers of college or university teaching and research. One of the duties of the director was to attempt to obtain support for students with other objectives. Later that year, the Macy Foundation made a grant, which they have subsequently increased substantially, for support of students interested in medicine; and small grants have been obtained from other sources for a very few students interested in law and in public affairs.

As director of the program, I am responsible for preparing and administering the budget, selecting the fellows, placing them in the college most appropriate for their needs, giving them what guidance I can while they are there, and helping them in gaining admission and financial support at graduate or professional school.

Most recruiting is done in the predominantly Negro colleges in the South. My wife and I spend about half of each academic year visiting these colleges, seeking candidates. We visit thirty or more colleges each year, seeing two or three to as many as twenty candidates at each college. We try to make it clear that these fellowships are for capable students only, but that, since grades are not the sole indication of capacity, we should have a chance to talk with any interested students who show promise. We like to give each student nearly half an hour; in that time we can explain the program, go over his record with him, and learn something about him. The interviews are supplemented by face-to-face meetings with faculty members whom the candidates give as references. Usually the references confirm our impressions, but we get a different view often enough to assure us that we must not omit that step—the record and the interview alone are not always sufficient.

Decision on awards are made after the college visits have been completed, after the middle of March, at which time we send a letter to each candidate indicating whether or not we are able to offer him a fellowship. For those interested in the Rockefeller fellowships, I point out in the acceptance letter that these fellowships are for those who expect to earn a Ph.D. degree and to follow careers of college or university teaching and research, and suggest that the candidate should not accept the offer unless this is his present intention.

By the middle of April, the list of fellows is nearly complete; in late April and early May we visit again each student who has accepted a fellowship, discussing at length his plans for the future. We have with us catalogues of the participating colleges, and we go over these carefully, considering the

offerings at each college in the light of what the student wants and needs. A few of the students have very definite ideas of where they want to go, but most of them know little or nothing about these colleges. I know the colleges pretty well, and can guide them accordingly in making their choices. Final decisions on what courses to take are made in consultation with an academic adviser on the spot in the fall; but, of course, selection of the college implies at least a preliminary selection of courses.

In the two interviews we have with each fellow, we become pretty well acquainted with him. We get to know very much better those who attend the summer program. During the academic year we see a good deal of the fellows attending Haverford, Bryn Mawr, and Swarthmore; and I visit each of the other participating campuses two or three times during the year. On those visits I talk with the fellows and with their teachers, trying to help them with any problems and checking their course selections, their academic performance, and their progress in making applications to graduate or professional schools. At each college where fellows are attending, there is one person who provides liaison between me and the college and who serves as general adviser to all of the fellows there. In addition, each fellow has his own academic adviser, with whom he decides on details of his program; and, of course, he has all the usual counseling and health services of the college.

Although active recruiting has been done mostly in predominantly Negro colleges in the South, I am happy to consider candidates wherever they come from. The program is designed for students whose *early* education has been handicapped, and this is often the case with members of minority groups. Most of the fellowships are held by Negroes, but there have been three of four white fellows from Appalachia, and this year one Mexican-American. We would like to have more of both of these groups, as well as American Indians and others.

Among those for whom this kind of preparation might be especially valuable are students who want to resume their education after returning from the Armed Services, VISTA, or the Peace Corps. Each year the Peace Corps office in Washington mails a special notice of this program to all volunteers, past and present, who have graduated from predominantly Negro colleges. This has brought a good many inquiries and some results. Three of this year's fellows are former volunteers, and we expect to have two or three others next semester. Last year, there were two. Although it took one of them some time to get started, both did well and are now in graduate school —one at Cincinnati and the other at Johns Hopkins. This year VISTA is informing its workers of this opportunity. So far, we have no mechanism for reaching people about to finish their military service.

A summer program was part of the original plan, but there wasn't time

to organize one in 1966. About two-thirds of the fellows came to Haverford for six and a half weeks in the summer of 1967, and again last summer, for work especially offered for them. Next summer, this program will be held at Oberlin. Fellows in the summer program learn something; we got to know them better and so were able to help them make more appropriate choice of courses for the fall, and they profited in other ways. A healthy spirit developed in the group; each saw that the others were fine, intelligent people; and instead of being somewhat apologetic about taking a "fifth year," they were proud of being fellows.

Special summer courses were offered, designed specifically for the needs of the fellows. We offered French and German so that the student could get a good start on a language which he had not already studied and which he would need in his scholarly work. A number of other students, mostly Haverford and Bryn Mawr undergraduates, also took these courses. Each student took only French or only German, or two other courses chosen from mathematics, writing, biology, and chemistry.

Unless they are majoring in mathematics, physics, or chemistry, very few students in these southern colleges take any more mathematics than a quite elementary freshman course. Most of those who have not had calculus need more training before they will be ready for calculus. Many of the fellows going into medicine, and most of those in psychology, economics, sociology, and political science, especially need this training. The summer course covers those points of algebra and trigonometry which are a necessary preparation for calculus and ends with a brief introduction to calculus itself. Fellows who take this are then ready to take the regular freshman calculus course in the fall.

In the writing course, emphasis is placed on writing in the field of the student's main interest. All of the students taking biology and chemistry, most of whom intend to go to medical school, have had basic courses in these sciences. Since some have majored in biology, some in chemistry, and some in neither, the material presented must be carefully selected so that it will challenge those who have majored in the field without being too advanced for the others. The chemistry course is an advanced general chemistry with heavy emphasis on structure; the biology course is an introduction to molecular biology, biochemistry, and biophysics, including some recent material in genetics.

It was with several things in mind that I selected the colleges where the fellows would study during the academic year. Obviously, the colleges must be very strong academically. They should be few in number, because the fellows must not be too widely scattered if I am to keep in touch with them. The colleges must be willing and able to give the fellows the personal

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attention they need. And the social situation must be such that fellows will fit in reasonably comfortably.

I agree with each of the participating colleges on a maximum number of fellows in any one year. As long as results are satisfactory, the colleges will accept my judgment and take anybody I send them, but we have agreed that not more than two fellows at a time in any one field will be sent to any one of the colleges. (This limitation does not apply to students expecting to become physicians.)

Because of these limitations, I have to retain a veto power on the student's choice. But since most of them have little basis for choice other than what I tell them, a little gentle guidance is usually all that is needed to place the fellows to everybody's satisfaction and get the desired distribution. Three or four times when I have made a recommendation, fellows have chosen to go against it, and I have agreed. There has been no time when I had to say a flat No. During each of the last three years there have been fellows at Bryn Mawr, Haverford, Oberlin, and Swarthmore, and in two of the three at Knox, Kalamazoo, and Pomona.

In these three years I have learned a lot about the relationships of educated white people with educated black people. But I am not going to say much about that now, partly because I have so much more to learn and partly because these relationships are changing so fast that I wouldn't know what to say that would have much validity. At first we discussed with prospective fellows what they might expect in a largely white world. We intentionally do not do much of that any more; not since the first year have we mentioned interracial dating, for example, and I am sure that these students are no worse off for the omission. We do talk a lot about academic expectations, and I think this is helpful. The summer experience, though, is better preparation than any amount of talk. Also, since we have had some experience, we can tell them how other students much like them have fared.

Performances have been pretty satisfactory. Grades received were fair—mostly B's and C's. I don't know how much grades mean in this situation, anyway, where the students are not getting formal graduate credit for the work done. Most fellows carry a little less than a normal academic load as defined at the college. Many of them audit courses, and most want to do a great deal of extra reading. As I said before, they study whatever is appropriate to their needs. The most common gap is mathematics. Most fellows take some of their work outside the major field. The rest of their programs is usually a mixture of intermediate and advanced work in the major department.

Out of thirty-two fellows in 1966–67, twenty-seven were accepted at graduate or professional school, and forty-two out of forty-five were accepted

last year. Marriage prevented three or four of the girls from going on; Selective Service has interrupted the careers of a few of the men (one is spending two years in the Peace Corps), and two or three have dropped out, perhaps temporarily, for reasons of health. The great majority of the fellows are continuing their studies as we had hoped, in spite of the hazards of marriage, health, and Selective Service.

The first group have now completed a little more than a year of graduate school. I don't have full reports on their performances, but most of them seem to be doing as well as expected, and a few, spectacularly better.

We don't know what would have happened to them if they had not entered this program. Undoubtedly some would have gotten along well no matter where they went. Several of them would never have gone on to further study without this opportunity. I think that almost all of them would say that this year was very well spent.

Selective Service is a problem. Last year, when graduate students were deferrable, we had some trouble persuading the draft boards that these students, although not technically in graduate school, should none the less be deferred. Now, of course, they are no worse off than students in graduate schools in the universities—but no better off, either.

Admission to graduate schools has gone more smoothly than I anticipated. I send a letter, usually addressed to the dean, in support of each application, describing the program and telling them as much as I can about the fellow. I have made personal contacts with several graduate deans and admissions officers, and they have been helpful in seeing to it that departments get an explanation of this program. I suspect that other deans, whom I have not met, have also gone out of their way to be sure that these applications don't get lost in the crowd. We were afraid that, because fellows were with us for only a year, we would not be able to submit meaningful recommendations to the graduate schools before it was too late. But there has not been much trouble on that score. My letter gets there in plenty of time, and there is usually a letter from at least one of the fellow's undergraduate teachers. In the post-baccalaureate year, the teachers and academic advisers get to know the fellows fairly promptly, and they seem to do a good job of sending, in time, letters on which the graduate schools can act. If there are difficulties which arise for any of you to whom our fellows are applying, I hope that you will call upon me to try to iron them out.

Very few of the fellows can get any money at all for graduate study from their families. Our grant includes nothing for support beyond the post-baccalaureate year. So far, however, except for one or two cases, financial aid from the graduate schools has been sufficient to keep the fellows going,

and some of our fellows have won national awards, such as Woodrow Wilson fellowships.

Each year, recruiting is made a little easier by reports sent back to the home colleges from current or former fellows. However, since more and better opportunities are opening up for black students, many of those whom we would like to have are accepting other offers. This program is one way of helping capable students who have been at a disadvantage to make the best use of their abilities.